

REPORT ON THE WORKING GROUP REPORTS SUBMITTED TO THE JOINT COMMITTEE TO DEVELOP A MASTER PLAN FOR EDUCATION – KINDERGARTEN THROUGH UNIVERSITY

Summary. This agenda item summarizes the history and vision of the Master Plan Committee and describes the Governance and Professional Personnel Development Working Groups' key recommendations.

Background. An intersegmental Survey Team in 1959 crafted the original Master Plan for Higher Education in response to legislative direction. The Master Plan shaped the missions of the University of California, the California State University, and the Community Colleges, and continues to serve as the foundation for California's system of public postsecondary education. The Master Plan was reexamined in 1973, 1987, 1989, and 1994.

In 1999, the Legislature established the Master Plan Committee which articulated the following vision for California's kindergarten through university education system:

California will develop and maintain a cohesive system of first-rate schools, colleges, and universities that prepares all students for transition to and success in the next level of education, the workforce, and general society, and that is responsive to the changing needs of the state and its people.

Recognizing the magnitude of this endeavor which is intended to address not only higher education but also K-12, the Master Plan Committee created seven focused working groups of practitioners, researchers, and other stakeholders within and outside of education to develop specific recommendations for the Master Plan Committee's consideration. The Master Plan Committee plans to approve a Master Plan at the end of August 2002.

Working Groups' Key Recommendations

Governance Working Group Recommendations

The Governance Working Group addressed the education system's ability to meet its expectations and solve problems within its structure. Specifically, it addressed which official or entities should make and carry out which decisions and within which structure.

The Governance Working Group made the following key recommendations.

- The law should be changed to allow the Governor to appoint a Chief State Schools Officer to establish learning expectations, provide an accountability system, apportion resources, and to serve as the Director of the Department of Education.

However, a minority position within the Working Group favored continuing to have an independent elected Superintendent of Public Instruction.

- The Governor should be accountable for all state-level K-12 education agencies. The Working Group did not reach any conclusions with respect to agencies other than the Department of Education, such as the California Commission on Teacher Credentialing. (The Commission on Teacher Credentialing is already part of the Executive Branch and accountable to the Governor).
- The executive director and staff of the State Board of Education should be eliminated.
- The State Board of Education members should be drawn from and represent distinct geographical regions and limited to making policy.
- An independent agency should be identified to collect K-16 data, including cross-segmental and cross-level data.

Professional Personnel Development Working Group Recommendations

The Master Plan Committee established a Professional Personnel Development Working Group to provide recommendations to achieve the following goals:

- Every student will have the opportunity to learn from a fully qualified teacher or faculty member.
- The State will ensure a sufficient supply of teachers, faculty, and administrators with the qualifications necessary to promote student learning.

The Professional Personnel Development Working Group made the following key recommendations.

- The State should coordinate all K-12 professional development, including the California Commission on Teacher Credentialing's activities.
- An independent agency should collect data on teaching and school administration and evaluate programs and initiatives.
- The State should use a unique but confidential identifier in collecting teacher data and the independent data collection entity should collect and analyze the data.
- The State should study district resources available for teacher compensation and if some districts intentionally hire emergency permit teachers over fully qualified credential holders to cut personnel costs.

- The State should phase out the use of emergency permits within five to ten years and identify appropriate uses for emergency permits.
- School districts should eliminate the use of emergency permits in the lowest performing schools (decile 1 and 2 of the Academic Performance Index).
- Teachers serving on emergency permits should be enrolled in the Pre-Internship program. All uncredentialed teachers should be hired as pre-interns and supported to complete preparation as soon as possible.
- The State should stop expanding the numbers of teachers on emergency permits by prohibiting the hiring of student teachers before they complete their professional preparation.
- The State should focus resources on hard to staff and high poverty schools.
- The State should ensure that teacher preparation, induction and ongoing professional development include a focus on teaching in urban settings and teaching children who bring particular challenges to the learning environment. The Working Group understands not all teaching assignments are in urban or difficult to teach settings but considers it essential that teachers coming into the workforce have the ability to work in challenging circumstances.
- The community colleges' role in teacher preparation should be enhanced. The Working Group recommends that the Master Plan call for the development of teaching academies at high schools and community colleges that focus on recruiting future teachers from underrepresented groups.
- The Working Group recommends the CSU remove the policy that allows only six community college units of "teacher education" to be transferred to a CSU.
- The State should establish a career ladder for teachers that enable exceptional teachers to stay in the classroom.
- Teacher salaries should be competitive with other professions for both new and experienced teachers.
- A school culture should be created where teachers assume leadership roles in school decision-making, where collaboration occurs on a regular basis, professional development is ongoing, and where new teachers are supported.
- The current status of accomplished veteran teachers must change to accommodate additional roles and responsibilities associated with providing professional development to others such as mentoring, coaching, supervising student teachers, serving as professional growth advisors, and serving as adjunct faculty in higher education.

- The State should provide incentive funding to school districts to create career ladders, subject to local collective bargaining, that reward teachers for demonstrated knowledge, expertise and effective practice. Education regulations which reserve certain duties for administrators (such as evaluation of teachers) could be changed under this system to allow teachers to take on some of those responsibilities.
- The Legislature could create an advanced teaching credential that recognizes exceptional teaching and authorizes advanced services in instructional leadership within schools. Such a credential would serve as a mid-range certification of advanced competence, where the basic teaching credential certifies initial competence, and National Board Certification is the highest level of recognition for teaching excellence.
- Local school districts and higher education institutions should develop partnerships to recruit, prepare, and train quality principals. School districts and higher education institutions must work closely together to identify and recruit promising leadership candidates and adequately prepare them with meaningful field-based training.
- Principals' initial training, induction, and early support should be mentor guided, district-specific and based on the California Professional Standards for Educational Leadership.
- CSU faculty in collaboration with school district personnel should develop and implement an outcomes-based curriculum for potential administrators using current standards. An evaluation component would systematically measure the program's effects on individual administrators and their schools and districts.
- The California Commission on Teacher Credentialing should overhaul the existing administrative credential structure consistent with AB 75. The Commission should allow administrators in training to apply participation in this program toward the requirements for earning an administrative credential. Preparation to serve as a school administrator should include maximum field based training and mentoring, and be based on the California Professional Standards for Educational Leadership.
- Administrator preparation should take place in the school setting and in seminars and demonstrations where candidates are given opportunities to practice and apply sound instructional leadership models.
- Funds should be provided on a competitive basis to low-performing schools to try different administrative models.
- The State should explore alternative administrative structures such as co-principalships, where the principal focuses on instructional leadership, and the co-principal focuses on other managerial tasks such as plant management and student discipline.

- The highest priority for additional support should go to the least experienced principals in low performing schools.
- New and expanded high quality education doctorate programs should be developed in the public sector in collaboration with K–12 educational leaders and community colleges.
- UC and CSU should report annually on education doctorate progress, accountability mechanisms, student satisfaction, and accreditation status.

Upcoming Working Group Presentations to the Joint Committee.

March 6, 2002	Report of the Citizens Advisory Working Group on School Readiness
March 7, 2002	Report of the Citizens Advisory Working Group on Student Learning
March 12, 2002	Report of the Citizens Advisory Working Group on Finance and Facilities
March 18, 2002	Report of the Citizens Advisory Working Group on Emerging Modes of Delivery, Certification, and Planning
March 20, 2002	Report of the Citizens Advisory Working Group on Workforce Preparation and Business Linkages